

Woodland Heights Elementary

1216 John B. White Blvd.
Spartanburg, South Carolina 29306

Grades	PK-5 Elementary School	
Enrollment	404 Students	
Principal	Dr. Cynthia Pridgen	864-576-0506
Superintendent	Dr. Darryl Owings	864-576-4212
Board Chair	Mr. Michael Crook	864-576-4212

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
1	34	51	3	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Good	Unsatisfactory	Yes
2004	Good	Unsatisfactory	Yes
2005	Good	Unsatisfactory	Yes
2006	Average	Unsatisfactory	Yes

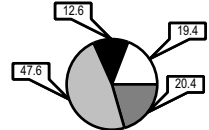
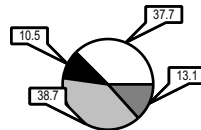
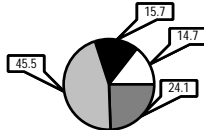
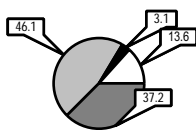
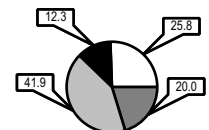
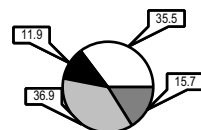
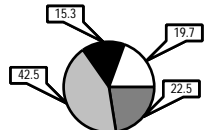
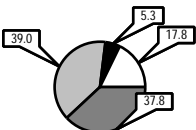
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

95.6%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	219	100.0	13.6	46.1	37.2	3.1	55.5	Yes	Yes
Gender									
Male	121	100.0	19.0	46.7	31.4	2.9	48.6	N/A	N/A
Female	98	100.0	7.0	45.3	44.2	3.5	64.0	N/A	N/A
Racial/Ethnic Group									
White	75	100.0	8.3	34.7	50.0	6.9	73.6	Yes	Yes
African American	122	100.0	16.7	53.9	29.4	0.0	43.1	Yes	Yes
Asian/Pacific Islander	12	100.0	9.1	45.5	36.4	9.1	63.6	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	195	100.0	9.3	47.1	40.1	3.5	60.5	N/A	N/A
Disabled	24	100.0	52.6	36.8	10.5	0.0	10.5	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	13.6	46.1	37.2	3.1	55.5	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	30.0	60.0	10.0	0.0	30.0	I/S	I/S
Non-Limited English Proficient	209	100.0	12.7	45.3	38.7	3.3	56.9	N/A	N/A
Socio-Economic Status									
Subsidized meals	125	100.0	18.4	47.6	33.0	1.0	48.5	Yes	Yes
Full-pay meals	94	100.0	8.0	44.3	42.0	5.7	63.6	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	219	100.0	14.7	45.5	24.1	15.7	55.5	Yes	Yes
Gender									
Male	121	100.0	15.2	41.0	23.8	20.0	58.1	N/A	N/A
Female	98	100.0	14.0	51.2	24.4	10.5	52.3	N/A	N/A
Racial/Ethnic Group									
White	75	100.0	8.3	30.6	36.1	25.0	76.4	Yes	Yes
African American	122	100.0	19.6	56.9	15.7	7.8	39.2	Yes	Yes
Asian/Pacific Islander	12	100.0	9.1	27.3	27.3	36.4	72.7	I/S	I/S
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	195	100.0	11.0	45.9	25.6	17.4	57.6	N/A	N/A
Disabled	24	100.0	47.4	42.1	10.5	0.0	36.8	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	14.7	45.5	24.1	15.7	55.5	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	30.0	30.0	30.0	10.0	50.0	I/S	I/S
Non-Limited English Proficient	209	100.0	13.8	46.4	23.8	16.0	55.8	N/A	N/A
Socio-Economic Status									
Subsidized meals	125	100.0	21.4	51.5	18.4	8.7	43.7	Yes	Yes
Full-pay meals	94	100.0	6.8	38.6	30.7	23.9	69.3	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	219	100.0	37.7	38.7	13.1	10.5	23.6
Gender							
Male	121	100.0	40.0	31.4	15.2	13.3	28.6
Female	98	100.0	34.9	47.7	10.5	7.0	17.4
Racial/Ethnic Group							
White	75	100.0	22.2	37.5	15.3	25.0	40.3
African American	122	100.0	49.0	37.3	12.7	1.0	13.7
Asian/Pacific Islander	12	100.0	36.4	54.5	0.0	9.1	9.1
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	195	100.0	34.3	40.1	14.0	11.6	25.6
Disabled	24	100.0	68.4	26.3	5.3	0.0	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	37.7	38.7	13.1	10.5	23.6
English Proficiency							
Limited English Proficient	10	100.0	60.0	40.0	0.0	0.0	0.0
Non-Limited English Proficient	209	100.0	36.5	38.7	13.8	11.0	24.9
Socio-Economic Status							
Subsidized meals	125	100.0	49.5	40.8	4.9	4.9	9.7
Full-pay meals	94	100.0	23.9	36.4	22.7	17.0	39.8

Social Studies							
All Students	219	100.0	19.4	47.6	20.4	12.6	33.0
Gender							
Male	121	100.0	20.0	42.9	21.9	15.2	37.1
Female	98	100.0	18.6	53.5	18.6	9.3	27.9
Racial/Ethnic Group							
White	75	100.0	12.5	41.7	23.6	22.2	45.8
African American	122	100.0	24.5	51.0	16.7	7.8	24.5
Asian/Pacific Islander	12	100.0	9.1	45.5	45.5	0.0	45.5
Hispanic	9	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	1	100.0	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	195	100.0	16.3	47.7	22.7	13.4	36.0
Disabled	24	100.0	47.4	47.4	0.0	5.3	5.3
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	219	100.0	19.4	47.6	20.4	12.6	33.0
English Proficiency							
Limited English Proficient	10	100.0	30.0	50.0	20.0	0.0	20.0
Non-Limited English Proficient	209	100.0	18.8	47.5	20.4	13.3	33.7
Socio-Economic Status							
Subsidized meals	125	100.0	26.2	49.5	14.6	9.7	24.3
Full-pay meals	94	100.0	11.4	45.5	27.3	15.9	43.2

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	84	100.0	2.7	25.7	54.1	17.6	71.6
	4	63	100.0	20.0	49.1	30.9	0.0	30.9
	5	67	100.0	13.8	60.0	23.1	3.1	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	7.1	41.1	46.4	5.4	51.8
	4	87	100.0	11.7	46.8	37.7	3.9	41.6
	5	68	100.0	22.4	50.0	27.6	0.0	27.6
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2005	3	84	100.0	6.8	45.9	29.7	17.6	47.3
	4	63	100.0	9.1	54.5	34.5	1.8	36.4
	5	67	100.0	16.9	43.1	24.6	15.4	40.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	7.1	58.9	19.6	14.3	33.9
	4	87	100.0	16.9	33.8	26.0	23.4	49.4
	5	68	100.0	19.0	48.3	25.9	6.9	32.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Science								
2005	3	84	100.0	14.9	45.9	25.7	13.5	39.2
	4	63	100.0	41.8	43.6	7.3	7.3	14.5
	5	67	100.0	46.2	32.3	10.8	10.8	21.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	35.7	44.6	8.9	10.7	19.6
	4	87	100.0	36.4	31.2	19.5	13.0	32.5
	5	68	100.0	41.4	43.1	8.6	6.9	15.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Social Studies								
2005	3	84	100.0	8.1	43.2	23.0	25.7	48.6
	4	63	100.0	18.2	65.5	14.5	1.8	16.4
	5	67	100.0	20.0	53.8	10.8	15.4	26.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	64	100.0	8.9	39.3	30.4	21.4	51.8
	4	87	100.0	18.2	51.9	18.2	11.7	29.9
	5	68	100.0	31.0	50.0	13.8	5.2	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 404)				
First graders who attended full-day kindergarten	96.6%	Down from 96.8%	100.0%	100.0%
Retention rate	2.8%	Down from 3.5%	2.7%	2.8%
Attendance rate	97.6%	Down from 97.8%	96.5%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.0%	Down from 4.7%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	0.0%	Down from 4.2%	0.0%	0.0%
Eligible for gifted and talented	16.0%	Down from 19.4%	12.0%	10.4%
On academic plans	29.3%	N/AV	33.6%	33.6%
On academic probation	1.5%	N/AV	1.3%	1.0%
With disabilities other than speech	6.3%	Down from 7.8%	8.3%	7.5%
Older than usual for grade	0.5%	No change	0.7%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%
Teachers (n= 33)				
Teachers with advanced degrees	66.7%	Down from 68.8%	53.1%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	12.1%	N/A	0.4%	2.4%
Teachers with emergency or provisional certificates	0.0%	No change	0.0%	0.0%
Teachers returning from previous year	92.0%	Down from 93.2%	88.3%	87.3%
Teacher attendance rate	93.6%	Down from 95.2%	94.8%	94.9%
Average teacher salary	\$46,575	Up 0.8%	\$43,011	\$42,485
Prof. development days/teacher	12.3 days	Up from 8.9 days	13.5 days	13.3 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.8 to 1	18.8 to 1	18.6 to 1
Prime instructional time	90.6%	Down from 92.5%	89.8%	89.7%
Dollars spent per pupil*	\$7,644	Up 5.4%	\$6,404	\$6,557
Percent of expenditures for teacher salaries*	70.9%	Down from 71.2%	64.1%	64.0%
Percent of expenditures for instruction*	74.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.8%	Down from 99.0%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Excellent	Excellent

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	8.8%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	11.8%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Woodland Heights Elementary took a hike through various habitats during the 2005-2006 school year. The school wide theme, Hiking Through the Habitats, provided students with many interactive experiences such as researching information; incorporating music, art and drama into everyday lessons; creating grade level programs; and performing before audiences. Each six weeks, a grade level researched a habitat, planned how to share its learning with the rest of the school, and then presented the information in a creative format.

Students participated in numerous activities throughout the year that promote leadership such as Student Council, Peer Helpers, Wildcat Cadets, and Gents and Ladies Clubs. Through our Wee C.A.R.E. (Children Are Reaching Everywhere) program, our service learning projects including the Animal Shelter, T.O.T.A.L. Ministries, Christmas Giving Tree, Katrina Relief, and Children's Shelter provided students an opportunity to give back to the community and others.

Additional educational programs implemented in 2005-2006 school year included Hands-On-Algebra, early morning math enrichment, reading incentive programs, in-school tutoring, after-school instructional programs, computerized math and reading programs, and an afternoon fitness club. An instructional after school and summer program partnership with a local church through a \$300,000 21st Century grant provided wonderful learning opportunities for many students.

A variety of school events allowed parents to share in their children's school experience. Some of these events were Back to School Night for parents, Picnic on the Green, Open House, Family Learning Fun Night, Sneak a Peek Weeks, Grandparents Day, and a Fine Arts Festival. Sixteen teachers were awarded \$26,700 in EIA, Junior League, and Michael Jordan grants. These funds helped to provide students many extra learning opportunities. An active PTO also provided WHES with funds to enrich learning opportunities.

This past year was filled with a variety of arts experiences for students such as eight group performances (ballet, opera, instrumental, and choral), each grade level performing on the stage, exposure to various artists and composers each six weeks, and classroom teachers using more art, music, and drama to teach skills and concepts. As a result of their excellence and commitment to the Arts, Woodland Heights Elementary was named an Arts In Basic Curriculum site. The school was also awarded \$4,250 to go toward the many additional arts opportunities that will be provided for students. Less than 50 schools in the state hold this recognition!

Woodland Heights Elementary was also recognized by the Education Oversight Committee with an award for Closing the Achievement Gap. This is a result of meeting or exceeding the state's growth criteria on PACT subgroups. WHES was one of 138 out of 863 schools to be recognized. The principal, Dr. Cynthia Pridgen, was one of two principals selected to share the instructional programs taking place at the school at a spring EOC Meeting. This achievement is a result of the amazing WHES staff and the many wonderful interactive educational opportunities they to provide students.

Woodland Heights Elementary takes pride in being a National Blue Ribbon School of Excellence and our motto, Always For Children, reminds us daily to always do what is right for children.

Principal, Dr. Cynthia J. Pridgen and SIC Chairperson, Meg Horne

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	33	62	37
Percent satisfied with learning environment	97.0%	86.9%	91.7%
Percent satisfied with social and physical environment	97.0%	87.1%	88.9%
Percent satisfied with school-home relations	93.9%	91.9%	83.8%

*Only students at the highest elementary school grade level at this school and their parents were included.